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ABSTRACT

This document is intended to provide Ohio State school district personnel with information about approved assessment instruments for the screening and identification of students who are gifted. Instruments listed are intended to identify students in each of four gifted ability areas: superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts ability. Preliminary information explains requirements for district adoption of approved assessment instruments, how a district should decide which instruments to use, who should administer the selected instruments, rules for the administration of tests and assessment instruments, standards for gifted identification in each of the four areas, and instrument selection criteria. Also provided is the "Code of Fair Testing Practices in Education" developed by the American Psychological Association. A chart of the 55 approved instruments summarizes information on each test's intended use, area of specialization, type, and administration (individual or group). One page of descriptive information is then provided for each instrument including publisher, Web site, instrument uses, instrument type, age level, administration time, identification/screening criteria, scoring information available, and date of norming. An appendix lists instruments by grade level and special population norm groups. A second appendix provides copies of the PB-3 and Forms SI and SII from the "Model Policies and Plan for the Identification of Children Who Are Gifted," for districts to submit. (Contains 23 references.) (DB)

ASSESSMENT INSTRUMENTS FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

As Approved by the Ohio Department of Education
In Accordance with Ohio Revised Code 3324.02



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Assessment Instruments for the Identification of Children Who Are Gifted

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Introduction

Purpose

All school districts are required to identify children who are gifted and talented in Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability.

This publication, *Assessment Instruments for the Identification of Children Who Are Gifted*, has been developed by the Ohio Department of Education (ODE), Office of Special Education, Gifted Services, to meet the requirements of Ohio Revised Code 3324.02, which states

- “(A) *The Department of Education shall construct lists of existing assessment instruments it approves for use by school districts and may include on the lists and make available to school districts additional assessment instruments developed by the Department. Whenever possible, the Department shall approve assessment instruments that utilize nationally recognized standards for scoring or are nationally normed. The lists of instruments shall include:*
- (1) *Initial screening instruments for use in selecting potentially gifted students for further assessment.*
 - (2) *Instruments for identifying gifted students under Section 3324.03 of the Revised Code.”*

This document is intended to provide school district personnel with the list of approved assessment instruments for the screening and identification of students who are gifted. When followed, it will ensure compliance with Ohio Revised Code 3324.02.

District Adoption of Approved Assessment Instruments

- Each school board is required to adopt a statement of its policy for the screening and identification of students who are gifted and adopt a plan for identifying students who are gifted. The district plan must contain a description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify students who are gifted. It is recommended that local boards of education refer to the *Model Policies and Plan for the Identification of Children Who Are Gifted* for a sample board policy and the model plan. Districts submit the PB-3 and Forms SI and II from the *Model Policies and Plan for the Identification of Children Who Are Gifted* to indicate which instruments they have selected from the approved list and to inform parents of the instruments used for screening and identification. See Appendix B for copies of these forms.

Assessment Instruments for the Identification of Children Who Are Gifted

- Educational consultants in the field have reviewed the instruments using rigorous criteria. The scores and/or performance levels for each instrument are also included (Ohio Revised Code 3324.02).
- In addition, the ODE has adopted rules for the administration of tests and assessment instruments (see page 5).
- An annual child count of students who are identified as gifted in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability must be submitted to the ODE according to the Educational Management Information System (EMIS) and Child Count reporting schedules.
- The ODE has selected instruments that allow for appropriate screening and identification of students who are gifted and are of low socioeconomic status (SES), students who are culturally or linguistically diverse, students with disabilities, and students for whom English is a second language [Ohio Revised Code 3324.02 (C)].

The Ohio Department of Education Approved List of Instruments for the Identification of Gifted Students

Why Was This List Created?

According to Ohio Revised Code 3324.03, the board of education of each school district will identify students who are gifted in grades kindergarten through 12 in the areas of Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. The instruments to be used for these purposes are to be selected by each school district from approved instruments listed in this publication and described in a gifted identification plan approved by both the district's board of education and the ODE. By creating this list, the ODE is providing districts with a resource from which to choose instruments that have been reviewed by experts and found to be psychometrically sound.

What Is Included on the List?

Ohio Revised Code 3324.03 prescribes the types of instruments to be used for identification of students who are gifted in each of four gifted ability areas: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual or Performing Arts Ability. Some types of instruments may be used for identification in more than one category, and in most cases there is more than one instrument included on the list for each category. Instruments were included on the list based on the criteria presented in Ohio Revised Code 3324.03 and the judgements of an expert panel, as well as an additional appeal panel.

Is Every Instrument on the List Appropriate for Use in Any District?

No, the population of each district has unique characteristics that need to be considered in the selection of an instrument that will be valid with their specific population. Neither the ODE nor the expert panel responsible for reviewing the instruments can provide recommendations for the appropriateness of an instrument across all district populations in the state. This decision needs to be made by a local instrument selection committee. Not all instruments would be appropriate in any one district, and there is no single instrument that would be most appropriate for one category in all districts.

How Does a District Decide Which Instruments to Use?

Valid identification of students who are gifted depends on selecting instruments that are most appropriate for the population of the district. This may be best accomplished through a team of professionals who are knowledgeable about the identification of children who are gifted and also knowledgeable of assessment principles and practices. Coordinators of gifted services, school psychologists, and intervention specialists or those who hold gifted licensure, are knowledgeable in these areas and should be included in instrument selection committees. Local identification procedures should reflect the use of assessment strategies and instruments that are appropriate and technically sound for the local district population. The school district may also wish to consult the following resources in the process of instrument selection:

- Rule 4732-5-01 of the Ohio Administrative Code
- The Code of Professional Responsibilities in Educational Measurement
- Recommendations from testing and measurement experts
- Input from the Ohio School Psychologists Association
- Feedback from test publisher representatives
- Input from the Ohio Association for Gifted Children

Who Should Administer the Instruments Selected by the District?

The ODE is mandated by Ohio Revised Code 3324.02 to adopt rules for the administration of tests. A portion of this rule is presented on the following page.

Additionally, Rule 4732-5-01 of the Ohio Administrative Code, which governs the Psychology Board, applies to the administration of intelligence tests used in gifted identification in the areas of Superior Cognitive Ability and Creative Thinking Ability. This rule restricts the administration of individual intelligence tests to a licensed psychologist because of the hazards that may stem from the misinterpretation of some tests.

Rules for the Administration of Tests and Assessment Instruments

The Ohio Department of Education, under Chapter 119 of the Ohio Revised Code, is required to adopt rules for the administration of any test or assessment instrument it approves on the list [Ohio Revised Code, section 3324.02 (D)]. Section 3301-51-15 (C) (4) of the Ohio Administrative Code is the reference for this rule requirement and is provided below. Additionally, the Code of Fair Testing Practices in Education is reproduced on page 11 as additional guidance for districts in the selection and implementation of assessment programs to screen and identify children who are gifted.

Testing and Assessment—Rule 3301-51-15 (C) (4)

- (a) *“Districts shall select screening and identification instruments from the Department of Education’s approved lists for inclusion in their district’s plan. Assessments must measure the specific area of gifted ability.”*
- (b) *The district shall ensure that the use of evaluation instruments:*
 - (i) *Are provided and administered in the child’s native language or other mode of communication, unless it is clearly not feasible to do so;*
 - (ii) *Have been validated for the specific purpose for which they are used; and*
 - (iii) *Are administered by qualified personnel in conformance with the instructions provided by their producer.*
- (c) *The district shall select instruments, from the approved list, that will allow for appropriate screening and identification of minority or disadvantaged children, children with disabilities, and children for whom English is a second language.*
- (d) *Tests are selected and administered so as to best insure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure.”*

Establish the Scores or Performance Levels (3324.03)

The Ohio Department of Education, Under Chapter 119 of the Ohio Revised Code, shall establish the scores or performance levels required under section 3324.02 (B) of the Ohio Revised Code.

Ohio Revised Code section 3324.03 (A) through (D) stipulates that the board of education of each school district shall identify students who are gifted in grades kindergarten through 12 as follows:

Superior Cognitive Ability

A student shall be identified as exhibiting “Superior Cognitive Ability” if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measure (SEM), on an approved individual standardized intelligence test administered by a licensed psychologist
- Accomplished any one of the following:
 - Scored at least two standard deviations above the mean, minus the standard error of measure, on an approved standardized group intelligence test
 - Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test
 - Attained an approved score on one or more above grade-level standardized, nationally normed approved tests

Specific Academic Ability (Mathematics, Science, Social Studies, Reading, Writing, or a combination)

A student shall be identified as exhibiting “Specific Academic Ability” superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, that student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

Creative Thinking Ability

A student shall be identified as exhibiting “Creative Thinking Ability” superior to children of a similar age, if, within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measure, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the ODE, on an approved individual or group test of creative ability
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of creative behaviors

Visual or Performing Arts Ability

A student shall be identified as exhibiting “Visual or Performing Arts Ability” superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area
- Exhibited sufficient performance, as established by the ODE, on an approved checklist of behaviors related to a specific arts area

Instrument Selection Criteria

Requests for Publishers' Instrument Submissions

In developing the list of approved tests for the identification of children who are gifted, the ODE sent letters to test publishers asking them to submit instruments to be used in the identification of children who are gifted. Each publisher submitted extensive information about their tests as part of the review process. The form sent to publishers used criteria established by the *Scale for the Evaluation of Gifted Identification Instruments* (SEGII) (Callahan, et al., 1993). Publishers were required to respond with data on each of the following criteria for technical adequacy.

Technical Adequacy Specifications

In determining the list of approved tests, the ODE established guidelines for technical adequacy. These guidelines were also applied in reviewing instruments for specific populations, so all tests on the approved list may not be appropriate for all students. The following criteria were used:

➤ Reliability Criteria

Internal Consistency Reliability

The homogeneous, consistent quality of the content of instrument items is evidenced by an appropriate reliability indicator such as split-half, Kuder-Richardson, or alpha coefficients.

➤ Validity Criteria

Content Validity

The instrument provides a clear definition of the universe represented and provides detailed evidence that the behavior domain was carefully sampled in instrument construction, including a detailed classification of test items by performance objectives along with an explanation of the selection procedures and/or references to special procedures. (See individual test specifications provided by the publisher for guidance.)

Concurrent Criterion Validity

Scores on the instrument are related to performance on a separate task or criterion administered at the same time. This information for validity shows the degree of relationship to other instruments that are theoretically related.

Predictive Criterion Validity

Evidence is provided in support of the predictive nature of the instrument for students, such as how scores/performance on the instrument are related to performance on tasks or criteria that the instrument is designed to predict.

➤ **Norming Criteria**

Range

Data is provided for purposes of interpretation indicating that the instrument has been normed on a broad range of educational ability or is applicable to groups at the upper end of the continuum.

Currency

The norms for the instrument are, when possible, current within the last ten years.

Groups

Norm groups are stratified and provided for regular, gifted, and special populations of students (children who are culturally or linguistically diverse, children with disabilities, and children for whom English is a second language).

➤ **Checklist Criteria**

Intra/Interrater Reliability

A high level of confidence for the objectivity and consistency of raters in scoring the instrument (when applicable) is demonstrated by such means as reported correlations, percentage of agreement, or analysis of variance.

Review Process

Submissions by test publishers were reviewed by four reviewers external to the ODE. The reviewers were selected to represent expertise in both technical adequacy and for their individual knowledge of the content, construct, and criterion validity of submitted instruments for use in the identification of children who are gifted. The reviewers' task was to rate each instrument on the following criteria:

- The extent to which technical adequacy standards established by SEGII (Callahan, et al., 1993) were met
- The extent to which the tests were valid for express purposes of identification of children who are gifted
- The extent to which adequate samples (demographically balanced with the inclusion of gifted students in the sample) were demonstrated in both the pilot and final versions of the instrument standardization
- The extent to which the submitted instruments reported appropriate technical adequacy data and contained positive independent reviews

Differences in the reviewers' opinions were resolved in consensus discussions on the following basis:

- Exposition of rationales for each instrument articulated by each reviewer
- Identification of areas not currently addressing needs cited in the law (H.B. 282) or which lacked instruments needed to identify areas cited in the law
- Consensus of reviewers following discussion of instruments and particular benefits and concerns for each instrument discussed

The reviewers were well aware of the technical issues involved in selecting instruments. Each reviewer was also cognizant of the requirements in the law to delineate procedures that would identify students who are of low SES and students from culturally or linguistically diverse populations. These demands were conflicting at times. The reviewers made final determinations based on the overall technical adequacy of the instruments and the need to find instruments with the promise of being potentially valuable in the identification of heretofore under-represented groups. Instruments that provided national norms for various under-represented populations were given special consideration.

In the case of Creative Thinking and Visual or Performing Arts areas, additional reviewers with appropriate expertise were selected to review instruments and procedures in these content areas. These reviewers considered only the checklists, performance criteria, and potential instruments applicable to these areas. Their input on content validity was submitted to the general reviewers and evaluated for technical adequacy during a general instrument review. The resultant instruments and checklists have thus been reviewed by the content area experts, experts in the field of gifted and talented, and experts with experience in evaluation of technical adequacy of instruments and procedures.

Appeal Process

Following the initial instrument review, an appeals process was developed by the Ohio Department of Education. The purpose of this appeals process was to reconsider instruments that had not been approved by the original instrument review panel. Instruments eligible for appeal were those instruments which the publishers had submitted and requested reconsideration, or those instruments which school districts had requested for use in screening and identification of children who are gifted.

The appeals process was developed and operated independently of the Office of Special Education by the Office of Policy Research and Analysis. Four consultants, external to the ODE and nationally recognized for their expertise in tests and measurements, were selected to serve on the Appeals Panel.

Code of Fair Testing Practices in Education

Prepared by the Joint Committee on Testing Practices

The Code of Fair Testing Practices in Education states the major obligations to test takers of professionals who develop or use educational tests. The Code is meant to apply broadly to the use of tests in education (admissions, educational assessment, educational diagnosis, and student placement). The Code is not designed to cover employment testing, licensure or certification testing, or other types of testing. Although the Code has relevance to many types of educational tests, it is directed primarily at professionally-developed tests, such as those sold by commercial test publishers or used in formally administered testing programs. The Code is not intended to cover tests made by individual teachers for use in their own classrooms.

The Code addresses the roles of test developers and test users separately. Test users are people who select tests, commission test development services, or make decisions on the basis of test scores. Test developers are people who actually construct tests as well as those who set policies for particular testing programs. The roles may, of course, overlap as when a state educational agency commissions test development services, sets policies that control the test development process, and makes decisions on the basis of the test scores.

The Code has been developed by the Joint Committee on Testing Practices, a cooperative effort of several professional organizations, that has as its aim the advancement, in the public interest, of the quality of testing practices. The Joint Committee was initiated by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. In addition to these three groups, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association are now also sponsors of the Joint Committee.

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Code of Fair Testing Practices in Education. (1988)

Washington, DC: Joint Committee on Testing Practices.

(Mailing Address: Joint Committee on Testing Practices, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036)

The Code presents standards for educational test developers and users in four areas

- A. Developing/Selecting Tests
- B. Interpreting Scores
- C. Striving for Fairness
- D. Informing Test Takers

Organizations, institutions, and individual professionals who endorse the Code commit themselves to safeguarding the rights of test takers by following the principles listed. The Code is intended to be consistent with the relevant parts of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1985). However, the Code differs from the Standards in both audience and purpose: The Code is meant to be understood by the general public; it is limited to educational tests; and the primary focus is on those issues that affect the proper use of tests. The Code is not meant to add new principles over and above those in the Standards or to change the meaning of the Standards. The goal is rather to represent the spirit of a selected portion of the Standards in a way that is meaningful to test takers and/or their parents or guardians. It is the hope of the Joint Committee that the Code will also be judged to be consistent with existing codes of conduct and standards of other professional groups who use educational tests.

A. Developing/Selecting Appropriate Tests*

Test developers should provide the information that test users need to select appropriate tests.

Test developers should:

1. Define what each test measures and what the test should be used for. Describe the population(s) for which the test is appropriate.
2. Accurately represent the characteristics, usefulness, and limitations of tests for their intended purposes.
3. Explain relevant measurement concepts as necessary for clarity at the level of detail that is appropriate for the intended audience(s).
4. Describe the process of test development. Explain how the content and skills to be tested were selected.
5. Provide evidence that the test meets its intended purpose(s).
6. Provide either representative samples or complete copies of test questions, directions, answer sheets, manuals, and score reports to qualified users.

* Many of the statements in the Code refer to the selection of existing tests. However, in customized testing programs, test developers are engaged to construct new tests. In those situations, the test development process should be designed to help ensure that the completed tests will be in compliance with the Code.

7. Indicate the nature of the evidence obtained concerning the appropriateness of each test for groups of different racial, ethnic, or linguistic backgrounds who are likely to be tested.
8. Identify and publish any specialized skills needed to administer each test and to interpret scores correctly.

Test users should select tests that meet the purpose for which they are to be used and that are appropriate for the intended test taking populations.

Test users should:

1. First define the purpose for testing and the population to be tested. Then, select a test for that purpose and that population based on a thorough review of the available information.
2. Investigate potentially useful sources of information, in addition to test scores, to corroborate the information provided by tests.
3. Read the materials provided by test developers and avoid using tests for which unclear or incomplete information is provided.
4. Become familiar with how and when the test was developed and tried out.
5. Read independent evaluations of a test and of possible alternative measures. Look for evidence required to support the claims of test developers.
6. Examine specimen sets, disclosed tests or samples of questions, directions, answer sheets, manuals, and score reports before selecting a test.
7. Ascertain whether the test content and norm group(s) or comparison group(s) are appropriate for the intended test takers.
8. Select and use only those tests for which the skills needed to administer the test and interpret scores correctly are available.

B. Interpreting Scores

Test developers should help users interpret scores correctly.

Test developers should:

9. Provide timely and easily understood score reports that describe test performance clearly and accurately. Also, explain the meaning and limitations of reported scores.
10. Describe the population(s) represented by any norms or comparison group(s), the dates the data were gathered, and the process used to select the samples of test takers.
11. Warn users to avoid specific, reasonably anticipated misuses of test scores.

12. Provide information that will help users follow reasonable procedures for setting passing scores, when it is appropriate to use such scores with the test.
13. Provide information that will help users gather evidence to show that the test is meeting its intended purpose(s).

Test users should interpret scores correctly.

Test users should:

9. Obtain information about the scale used for reporting scores, the characteristics of any norm or comparison groups(s), and the limitations of the scores.
10. Interpret scores taking into account any major differences between the norm or comparison groups and the actual test takers. Also take into account any differences in test administration practices or familiarity with the specific questions in the test.
11. Avoid using tests for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use.
12. Explain how any passing scores were set and gather evidence to support the appropriateness of the scores.
13. Obtain evidence to help show that the test is meeting its intended purpose(s).

C. Striving for Fairness

Test developers should strive to make tests that are as fair as possible for test takers of different races, gender, ethnic backgrounds, or different handicapping conditions.

Test developers should:

14. Review and revise test questions and related materials to avoid potentially insensitive content or language.
15. Investigate the performance of test takers of different races, gender, and ethnic backgrounds when samples of sufficient size are available. Enact procedures that help to ensure that differences in performance are related primarily to the skills under assessment rather than to irrelevant factors.
16. When feasible, make appropriately modified forms of tests or administration procedures available for test takers with handicapping conditions. Warn test users of potential problems in using standard norms with modified tests or administration procedures that result in non-comparable scores.

Test users should select tests that have been developed in ways that attempt to make them as fair as possible for test takers of different races, gender, ethnic backgrounds, or handicapping conditions.

Test users should:

14. Evaluate the procedures used by test developers to avoid potentially insensitive content or language.
15. Review the performance of test takers of different races, gender, and ethnic backgrounds, when samples of sufficient size are available. Evaluate the extent to which performance differences may have been caused by the test.
16. When necessary and feasible, use appropriately modified forms or administration procedures for test takers with handicapping conditions. Interpret standard norms with care in the light of the modifications that were made.

D. Informing Test Takers

Under some circumstances, test developers have direct communication with test takers. Under other circumstances, test users communicate directly with test takers. Whichever group communicates directly with test takers should provide the information described below.

Test developers or test users should:

17. When a test is optional, provide test takers or their parents/guardians with information to help them judge whether the test should be taken, or if an available alternative to the test should be used.
18. Provide test takers the information they need to be familiar with the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies. Strive to make such information equally available to all test takers.

Under some circumstances, test developers have direct control of tests and test scores. Under other circumstances, test users have such control. Whichever group has direct control of tests and test scores should take the steps described below.

Test developers or test users should:

19. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, retake tests, have tests rescored, or cancel scores.

20. Tell test takers or their parents/guardians how long scores will be kept on file and indicate to whom and under what circumstances test scores will or will not be released.
21. Describe the procedures that test takers or their parents/guardians may use to register complaints and have problems resolved.

Note: The membership of the Working Group that developed the Code of Fair Testing Practices in Education and of the Joint Committee on Testing Practices that guided the Working Group was as follows:

*Theodore P. Bartell
Esther E. Diamond
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John J. Fremer (Co-chair, JCTP, Chair, Code Working Group)
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George F. Madaus (Co-chair, JCTP)
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Edmund W. Gordon
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Kevin L. Moreland
Robert J. Solomon
Carol Kehr Tittle (Co-chair, JCTP)
Michael J. Zieky*

(Debra Boltas and Wayne Camara of the American Psychological Association served as staff liaisons.)

Additional copies of the Code may be obtained from the National Council on Measurement in Education, 1230 Seventeenth Street, NW, Washington, DC 20036. Single copies are free.

Approved Assessment Instruments

Types of Assessment Instruments Permitted and Criteria for Identification by Gifted Ability Area (According to Ohio Revised Code 3324.03)

All instruments selected need to be listed on the Ohio Department of Education's approved list of instruments which begins on page 18. The type of test / instrument to be used for gifted screening and identification in each gifted ability area is indicated below. The identification cutoff scores are provided in *italics*. Districts will set screening thresholds at levels lower than the identification threshold.

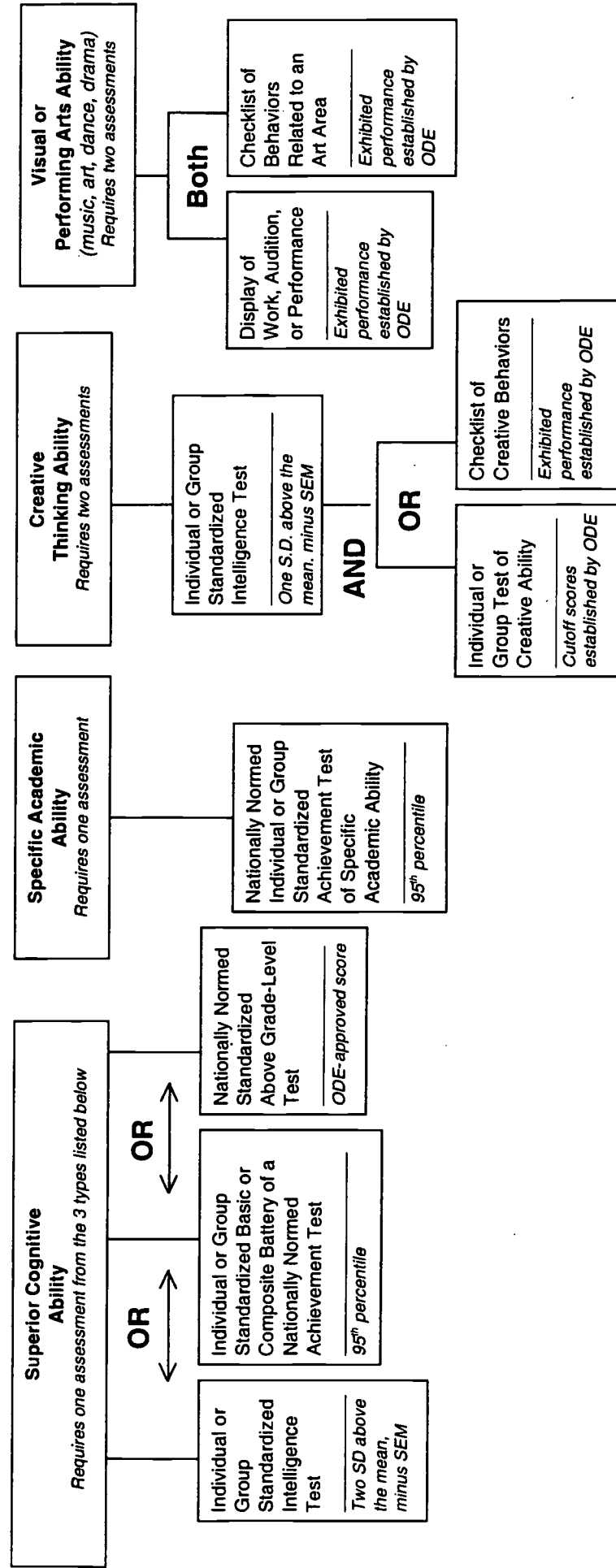


Chart of Approved Assessment Instruments

Intended Use			Ability Area			Instrument Type				Administration		
S = Screening	SC = Superior Cognitive	INT = Intelligence Test	IND = Individuals									
ID = Identification	SA = Specific Academic	ACH = Achievement Test	GP = Groups									
	CT = Creative Thinking	CHK = Checklist										
	VPA = Visual or Performing Arts	AGL = Above Grade-Level										
		DAP = Display of Work, Audition, or Performance										
ID#	Name of Instrument	Page #	Intended Use			Area			Instrument Type	Administration		
			S	ID	SC	SA	CT	VPA		IND	GP	
22	ACT Assessment Program (AAP)	22	X	X	X	X			AGL, ACH		X	
55	Aprenda: La prueba de logros en Espanol	23	X	X	X	X			ACH	X	X	
46	Art Advanced Placement Scoring Guidelines	24	X	X				X	DAP	X		
10	Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)	25	X	X	X	X	X		INT, ACH	X		
52	California Achievement Tests, Fifth Edition (CAT/5)	26	X	X	X	X			ACH		X	
40	Clark's Drawing Abilities Test	27	X	X				X	DAP	X		
11	Cognitive Abilities Test (CogAT), Form 5	28	X	X	X		X		INT	X	X	
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edicion en Espanol	29	X	X	X		X		INT	X	X	
54	Comprehensive Test of Basic Skills (CTBS/4)	30	X	X	X	X			ACH		X	
23	Comprehensive Testing Program, 3 rd Edition, (CTPIII)	31	X		X	X	X		INT, ACH		X	
42	Dance Talent Assessment Process (DTAP)	32	X	X				X	DAP		X	
13	Das-Naglieri Cognitive Assessment Systems (CAS)	33	X	X	X		X		INT	X		
14	Differential Ability Scales (DAS)	34	X	X	X		X		INT, AGL	X		
47	Display of Work, Audition, or Performance (Observation or Evaluation)	35	X	X				X	DAP	X	X	
24	EXPLORE	36		X	X	X			AGL, ACH		X	

Assessment Instruments for the Identification of Children Who Are Gifted

Intended Use		Ability Area		Instrument Type				Administration		
S = Screening	SC = Superior Cognitive	INT = Intelligence Test	IND = Individuals							
ID = Identification	SA = Specific Academic	ACH = Achievement Test	GP = Groups							
	CT = Creative Thinking	CHK = Checklist								
	VPA = Visual or Performing Arts	AGL = Above Grade-Level								
		DAP = Display of Work, Audition, or Performance								
ID#	Name of Instrument	Page #	Intended Use		Area			Instrument Type	Administration	
			S	ID	SC	SA	CT		VPA	IND
41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30, Visual or Performing Arts: Section IV, Items 41-50)	37	X	X			X	CHK	X	
25	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	38	X	X	X	X		ACH	X	X
26	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	39	X		X	X		ACH		X
27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	40	X	X	X	X		ACH	X	X
28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	41	X		X	X		ACH	X	X
15	Kaufman Brief Intelligence Test (K-BIT)	42	X		X		X	INT	X	
16	Leiter International Performance Scale-Revised (Leiter-R)	43	X	X	X		X	INT	X	
29	Metropolitan Achievement Tests, Seventh Edition	44	X	X	X	X		ACH	X	X
45	Music Talent Assessment Process (MTAP)	45	X	X			X	DAP		X
44	Ohio Department of Education Music Performance Rubric, Forms A and B	46	X	X			X	DAP	X	
53	Otis-Lennon School Ability Test, Seventh Edition	47	X	X	X		X	INT	X	X
49	Otis-Lennon School Ability Test, Sixth Edition	48	X	X	X		X	INT	X	X
30	PLAN	49		X	X	X		AGL, ACH		X
17	Raven's Progressive Matrices (Standard and Advanced Form)	50	X	X	X		X	INT	X	X
31	SAT I Reasoning Test	51	X	X	X	X		AGL, ACH		X

Assessment Instruments for the Identification of Children Who Are Gifted

Intended Use			Ability Area			Instrument Type				Administration	
S = Screening	SC = Superior Cognitive	INT = Intelligence Test	IND = Individuals	ID = Identification	SA = Specific Academic	ACH = Achievement Test	GP = Groups	CT = Creative Thinking	CHK = Checklist		
	VPA = Visual or Performing Arts	AGL = Above Grade-Level									
		DAP = Display of Work, Audition, or Performance									
ID#	Name of Instrument	Page #	Intended Use		Area			Instrument Type	Administration		
			S	ID	SC	SA	CT		VPA	IND	GP
39	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	52	X	X			X		CHK	X	X
33	Stanford Achievement Test Series, Ninth Edition	53	X	X	X	X			ACH	X	X
32	Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery	54	X		X	X			ACH	X	X
34	Stanford Achievement Test Series, Ninth Edition, Form SA	55	X	X	X	X			ACH	X	X
18	Stanford-Binet Intelligence Scale: Fourth Edition	56	X	X	X		X		INT	X	
35	Terra Nova (CTBS/5)	57	X	X	X	X			ACH		X
56	Test of Cognitive Skills, Second Edition (TCS/2)	58	X	X	X		X		INT	X	X
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	59	X	X	X	X			ACH	X	X
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	60	X		X	X			ACH	X	X
43	Theatre Arts Talent Assessment Process (TTAP)	61	X	X				X	DAP		X
51	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	62	X	X	X		X		INT	X	
19	Wechsler Abbreviated Scale of Intelligence (WASI)	63	X		X			X	INT	X	
38	Wechsler Individual Achievement Test (WIAT)	64	X	X	X	X			ACH	X	
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	65	X	X	X		X		INT	X	
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	66	X	X	X	X	X	X	INT, ACH	X	

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument ACT Assessment Program (AAP)				
ID Number 22	Publisher ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	Telephone (319) 337-1458	Fax (319) 339-3021	E-Mail/Web Site www.act.org
This Instrument May Be Used to <i>In the Following Ability Areas</i> <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time 3 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the following cutoff scores for identification when used as an out of grade-level test: Grades 7-8: 19-24 Grade 9: 25-26 Grade 10: 30 Grades 11-12: 33				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming National norms 1995 to present with new national norms annually		Copyright Date New forms annually
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Aprenda: La prueba de logros en Espanol				
ID Number 55	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 775-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to In the Following Ability Areas				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		4 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1989 <input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	1990	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Art Advanced Placement Scoring Guidelines				
ID Number 46	Publisher The College Board 45 Columbus Avenue New York, New York 10023	Telephone (212) 713-8193	Fax (212) 649-8427	E-Mail/Web Site www.collegeboard.org
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		In the Following Ability Areas Visual or Performing Arts <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Specific Academic <input type="checkbox"/> Theater <input checked="" type="checkbox"/> Visual Arts <input type="checkbox"/> Creative Thinking		
Instrument Type <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		Administration Time Age/Grade Grades K-12		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles		Date of Norming N/A		Copyright Date 1976
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad (Bateria-R)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
10	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		30-40 minutes, plus 40 minutes supplemental		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions. The Bateria Woodcock-Muñoz-Revisada: Pruebas de habilidad Cognitiva needs to be administered by a licensed psychologist. The Bateria Woodcock-Muñoz-Revisada: Pruebas de Aprovechamiento can be administered by a trained professional.				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1986-1994	1996	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
California Achievement Tests, Fifth Edition (CAT/5)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
52	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com
This Instrument May Be Used to				
In the Following Ability Areas <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Music <input type="checkbox"/> Dance <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts <input type="checkbox"/> Creative Thinking				
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups	Age/Grade Grades K-12	Identification: 1.5 hours for K-10; 3.5 hours for 11 th , 4.5 hours for 12 th Screening: 2.5 hours		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles		1992	1992	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Clark's Drawing Abilities Test				
ID Number 40	Publisher Arts Publishing Company, C/O E. Zimmerman 3240 North Ramble Road East Bloomington, Indiana 47408	Telephone (812) 336-0387	Fax (812) 856-8116	E-Mail/Web Site clarkgil@indiana.edu
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input checked="" type="checkbox"/> Visual Arts				
Instrument Type <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		Age/Grade Grades K-12		
Administration Time				
Identification/Screening Criteria Sent to the publisher for scoring				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming N/A	Copyright Date 1995	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Cognitive Abilities Test (CogAT), Form 5				
ID Number 11	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts				
Instrument Type <input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time 2-2.5 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions. For special populations only: The Nonverbal Battery score alone can be used for screening and identification.				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1992	Copyright Date 1993	
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Cognitive Abilities Test (CogAT) Nonverbal Battery, Edición en Español				
ID Number 12	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify				
In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking				
Instrument Type <input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Age/Grade Grades K-12		
Administration Time Approximately 30 minutes				
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1992		Copyright Date 1993
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument 64				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Comprehensive Test of Basic Skills (CTBS/4)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
54	CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	(831) 393-7568	(831) 393-7128	www.ctb.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen		In the Following Ability Areas		
<input checked="" type="checkbox"/> Identify		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	Complete Battery: 5 hours (1.5 hrs. for 10 th & K, 3.5 hrs. for 11 th , and 4.5 hrs. for 12 th) Survey Form: 2.5 hours (1 hour for 10 th & K)		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1989	1989	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Comprehensive Testing Program, 3 rd Edition (CTPIII)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
23	Educational Records Bureau (ERB) 220 East 42 nd Street, Suite 100 New York, New York 10017	(216) 672-9808	(212) 370-4096	www.erbtest.org
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify		In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		255-290 minutes for Grade 3; untimed for other grades		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1988-1989	1992	
Intended Use of Instrument				
For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				
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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Dance Talent Assessment Process (DTAP)				
ID Number 42	Publisher Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036	Telephone (212) 302-7433	Fax (212) 302-1132	E-Mail/Web Site barryoreck@aol.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Identify <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts				
Instrument Type <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1991-1992		Copyright Date 1993
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Das-Naglieri Cognitive Assessment Systems (CAS)				
ID Number 13	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking Visual or Performing Arts <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts				
Instrument Type <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups				
This Instrument Is Designed for		Administration Time 40 minutes for basic battery, and 60 minutes for standard battery		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles		Date of Norming 1992-1996		Copyright Date 1997
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument 12				

Name of Instrument				
Differential Ability Scales (DAS)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
14	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 775-8971	www.harcourt.com/assessment
This Instrument May Be Used to				
In the Following Ability Areas <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts				
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		45-65 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles		1988-1989	1990	
Intended Use of Instrument				
For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Display of Work, Audition, or Performance (Observation or Evaluation)				
ID Number 47	Publisher C/O Visual and Performing Arts Consultants ODE, Office of Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43215	Telephone (614) 466-2761 (877) 772-7771 (toll free)	Fax (614) 728-3055	E-Mail/Web Site www.ode.state.oh.us
This Instrument May Be Used to <i>In the Following Ability Areas</i>				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	Visual or Performing Arts <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Length of audition, performance, observation, or evaluation		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and Guidelines from the Ohio Department of Education for Trained Individuals (available after April 17, 2000)				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		N/A	N/A	
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument EXPLORE				
ID Number 24	Publisher ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	Telephone (319) 337-1458	Fax (319) 339-3021	E-Mail/Web Site www.act.org
This Instrument May Be Used to <input type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify				
In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time 3 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing, use the two digit standard score at the 95 th percentile at grades 3 through 9.				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming National norms 1995 to present with new norms annually	Copyright Date New form annually	
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Gifted and Talented Evaluation Scale (GATES)		Creative Thinking: Section IV, Items 21-30 Visual or Performing Arts: Section IV, Items 41-50	
ID Number 41	Publisher Pro-Ed 8700 Shoal Creek Boulevard Austin, Texas 78757-6897	Telephone (512) 451-3246 (800) 897-3202	Fax (512) 451-8542 E-Mail/Web Site www.proedinc.com
This Instrument May Be Used to <i>In the Following Ability Areas</i>			
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking (Section IV, Items 21-30)	Visual or Performing Arts (Section IV, Items 41-50) <input checked="" type="checkbox"/> Music <input checked="" type="checkbox"/> Dance <input checked="" type="checkbox"/> Theater <input checked="" type="checkbox"/> Visual Arts
Instrument Type			
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance			
This Instrument Is Designed for		Administration Time	
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Age/Grade Ages 5-18	10-15 minutes	
Identification/Screening Criteria		Screening Identification	
In accordance with OAC 3301-51-15 and the following cutoff scores:		Creative Thinking (Section 3): 65 83 Visual or Performing Arts (Section 5): 57 78	
Scoring Information Available from Publisher		Date of Norming 1995	Copyright Date 1996
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles		
For District Use			
Intended Use of Instrument			
School Psychologist or Other Person(s) Trained in Tests and Measurements			
Person(s) Responsible for Overseeing Administration of This Instrument			

Name of Instrument

Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery

ID Number 25	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <i>In the Following Ability Areas</i>				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	About 130 mins. for grade 5; about 173 mins. for grade 6; about 270 mins. for grade 7; about 275 mins. for grade 8; 295-310 mins. for grades 9-12		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
26	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify	In the Following Ability Areas		
		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	100 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1995	1996	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles			
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument

Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery

ID Number 27	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to		In the Following Ability Areas		
<input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type		Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts		
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test		<input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance		
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		3 hours and 55 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument				
Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
28	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify	In the Following Ability Areas		
		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		3 hours and 55 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument

Kaufman Brief Intelligence Test (K-BIT)

ID Number 15	Publisher American Guidance Service 4201 Woodland Road Circle Pines, Minnesota 55014	Telephone (800) 328-2560	Fax (612) 783-5567	E-Mail/Web Site www.agsnet.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts				
Instrument Type <input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		Age/Grade Ages 4-adult		
Administration Time 15-30 minutes				
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1989	Copyright Date 1990	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

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Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Metropolitan Achievement Tests, Seventh Edition				
ID Number 29	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time Approximately 4 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles		Date of Norming 1992		Copyright Date 1992
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Music Talent Assessment Process (MTAP)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
45	Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036	(212) 302-7433	(212) 302-1132	barryoreck@aol.com
This Instrument May Be Used to				
In the Following Ability Areas <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Superior Performing Arts <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts				
Instrument Type				
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles		1992-1993	1991	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Ohio Department of Education Music Performance Rubric, Forms A and B (formerly ODE Music Adjudicator's Rating Sheets) (Contained in Appendix C)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
44	C/O Visual & Performing Arts Consultants ODE, Center for Curriculum and Assessment 65 South Front Street, Room 1009, Columbus, Ohio 43235	(614) 466-2761 (877) 644-6338 (toll free)	(614) 728-3058	www.ode.state.oh.us
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen		In the Following Ability Areas		
<input checked="" type="checkbox"/> Identify		<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		Length of performance		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and a superior rating for identification				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		N/A	N/A	
Intended Use of Instrument				
For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Otis-Lennon School Ability Test, Seventh Edition				
ID Number 53	Publisher Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen		In the Following Ability Areas		
<input checked="" type="checkbox"/> Identify		<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		75 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Otis-Lennon School Ability Test, Sixth Edition				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
49	Psychological Corp. (Harcourt Educational Measure) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373	(513) 755-8971	www.harcourt.com/assessment
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	In the Following Ability Areas		
	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking	Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test	<input type="checkbox"/> Checklist	<input type="checkbox"/> Above Grade-Level	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	75 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1988	1988	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles			
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
PLAN				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
30	ACT National Office 2201 North Dodge Street, PO Box 168 Iowa City, Iowa 52243-0168	(319) 337-1458	(319) 339-3021	www.act.org
This Instrument May Be Used to <input type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify				
In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time 3 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions. For above grade-level testing use the two digit standard score at the 95 th percentile at grades 6 through 10.				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming National norms 1995 to present with new norms annually	Copyright Date New form annually	
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument

Raven's Progressive Matrices (Standard and Advanced Form)

ID Number 17	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify				
In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking				
Instrument Type <input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time Untimed (20-45 minutes)		
Identification/Screening Criteria Identification: Use table on page 98, <i>Research Supplement 3: American and International Norms</i> , of the publisher's manual. Use a score of 130.				
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1986		Copyright Date 1998
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument SAT I Reasoning Test				
ID Number 31	Publisher The College Board 45 Columbus Avenue New York, New York 10023	Telephone (212) 713-8193	Fax (212) 649-8427	E-Mail/Web Site www.collegeboard.org
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Age/Grade Designed for grades 11-12; used in grades 6-8 for talent search		
		Administration Time 3 hours		
Identification/Screening Criteria Identification: In accordance with OAC 3301-51-15 and the following scores when used as an out of grade-level test: Grades 6-8 Verbal: 450 Grade 9 550 Grades 10-11 700 Grade 12 700 Math: 450 550 700 700				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Standard Error of Measure (SEM) <input checked="" type="checkbox"/> Percentiles				
		Date of Norming Yearly		Copyright Date 1999
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument		Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version		Creativity: Part II Dramatic: Part VII		Musical: Part VI Artistic: Part V																					
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site																							
39	Creative Learning Press PO Box 320 Mansfield Center, Connecticut 06250	(860) 429-8118	(860) 429-7783	clp@neca.com																							
This Instrument May Be Used to <i>In the Following Ability Areas</i> <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Music (Part VI) <input type="checkbox"/> Dance <input checked="" type="checkbox"/> Creative Thinking (Part II) <input checked="" type="checkbox"/> Theater (Part VII) <input checked="" type="checkbox"/> Visual Arts (Part V)																											
Instrument Type <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance																											
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Age/Grade Grades K-12		Administration Time 10-15 minutes																							
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the following cutoff scores (raw scores): <table border="0"> <tr> <td>Creativity, Part II:</td> <td>Screening</td> <td>Identification</td> <td>Calculated as:</td> </tr> <tr> <td>32</td> <td>43</td> <td>40</td> <td>60% of raw score for screening</td> </tr> <tr> <td>Musical, Part VI:</td> <td>25</td> <td>34</td> <td>80% percent of raw score for identification</td> </tr> <tr> <td></td> <td></td> <td>36</td> <td></td> </tr> <tr> <td></td> <td></td> <td>48</td> <td></td> </tr> </table>								Creativity, Part II:	Screening	Identification	Calculated as:	32	43	40	60% of raw score for screening	Musical, Part VI:	25	34	80% percent of raw score for identification			36				48	
Creativity, Part II:	Screening	Identification	Calculated as:																								
32	43	40	60% of raw score for screening																								
Musical, Part VI:	25	34	80% percent of raw score for identification																								
		36																									
		48																									
Scoring Information Available from Publisher <input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Scores <input type="checkbox"/> Standard Error of Measure (SEM) <input type="checkbox"/> Percentiles				Date of Norming N/A																							
				Copyright Date 1997																							
Intended Use of Instrument																											
School Psychologist or Other Person(s) Trained in Tests and Measurements																											
Person(s) Responsible for Overseeing Administration of This Instrument																											

Assessment Instruments for the Identification of Children Who Are Gifted

name of Instrument				
Stanford Achievement Test Series, Ninth Edition				
ID Number 33	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to <i>In the Following Ability Areas</i>				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Approximately 5 – 5.5 hours		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
Intended Use of Instrument				
For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery				
ID Number 32	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to In the Following Ability Areas				
<input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Age/Grade Grades 1-12	Administration Time 2 hours	
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups				
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming 1995	Copyright Date 1996	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles		
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Stanford Achievement Test Series, Ninth Edition, Form SA				
ID Number 34	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts		
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Age/Grade Grades K-12	Administration Time Approximately 5 – 5.5 hours	
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	Date of Norming 1995	Copyright Date 1996
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Stanford-Binet Intelligence Scale: Fourth Edition				
ID Number 18	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking Visual or Performing Arts <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
Instrument Type This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups Age/Grade Ages 2-23 Administration Time 60-90 minutes				
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1985	Copyright Date 1986	
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Terra Nova (CTBS/5)				
ID Number 35	Publisher CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	Telephone (831) 393-7568	Fax (831) 393-7128	E-Mail/Web Site www.ctb.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify				
In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking				
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Administration Time Multiple assessments: 4-5.5 hours Complete battery: 3-4 hours Survey: 2.5 hours		
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		Date of Norming 1996		Copyright Date 1996
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument Test of Cognitive Skills, Second Edition (TCS/2)				
ID Number 56	Publisher CTB/McGraw Hill 20 Ryan Ranch Road Monterey, California 93940	Telephone (831) 393-7568	Fax (831) 393-7128	E-Mail/Web Site www.ctb.com
This Instrument May Be Used to <i>In the Following Ability Areas</i>				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals	<input checked="" type="checkbox"/> Groups	50 minutes for level 1; 54 minutes for levels 2-6		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1992	1992	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input type="checkbox"/> Percentiles			
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery				
ID Number 37	Publisher Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	Telephone (800) 323-9540	Fax (630) 467-7792	E-Mail/Web Site www.riverpub.com
This Instrument May Be Used to <input checked="" type="checkbox"/> Screen <input checked="" type="checkbox"/> Identify		In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic Ability <input type="checkbox"/> Creative Thinking Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Dance <input type="checkbox"/> Visual Arts		
Instrument Type <input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for <input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Age/Grade Grades 9-12	Administration Time 4 hours and 15 minutes	
Identification/Screening Criteria In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher <input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		<input checked="" type="checkbox"/> Standard Scores <input checked="" type="checkbox"/> Percentiles	Date of Norming 1995	Copyright Date 1996
Intended Use of Instrument For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
36	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen	<input type="checkbox"/> Identify	In the Following Ability Areas		
		<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		4 hours and 15 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1995	1996	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Theatre Arts Talent Assessment Process (TTAP)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
43	Arts Connection, Attn: Barry Oreck 120 West 46 th Street New York, New York 10036	(212) 302-7433	(212) 302-1132	barryoreck@aol.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen		In the Following Ability Areas		
<input checked="" type="checkbox"/> Identify		<input type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input checked="" type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input type="checkbox"/> Individuals <input checked="" type="checkbox"/> Groups		Takes 2-3 observers per session for five 45-minute sessions (occurs during regular class time). Observers meet afterward for consensus scoring.		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation <input type="checkbox"/> Standard Error of Measure (SEM)		1994-1996	1995	
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument

Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)

ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
51	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5375 (513) 755-3970	(513) 755-3971	www.harcourt.com/assessment

This Instrument May Be Used to☒ Screen☒ Identify**In the Following Ability Areas**☒ Superior Cognitive
☐ Specific Academic
☒ Creative ThinkingVisual or Performing Arts
☐ Music
☐ Theater
☐ Dance
☐ Visual Arts**Instrument Type**☒ Intelligence Test ☐ Achievement Test ☐ Checklist ☐ Above Grade-Level ☐ Display of Work, Audition, or Performance**This Instrument Is Designed for**☒ Individuals☐ Groups**Age/Grade**

Ages 3-7.3 (Grades Pre-kindergarten-2)

Administration Time

1 hour and 15 minutes

Identification/Screening Criteria

In accordance with OAC 3301-51-15 and the publisher's instructions

Scoring Information Available from Publisher☒ Standard Deviation☒ Standard Error of Measure (SEM)☒ Standard Scores
☒ Percentiles**Date of Norming**

1989

Copyright Date

1987

For District Use**Intended Use of Instrument**

School Psychologist or Other Person(s) Trained in Tests and Measurements

Person(s) Responsible for Overseeing Administration of This Instrument

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Wechsler Abbreviated Scale of Intelligence (WASI)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
19	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen <input type="checkbox"/> Identify		In the Following Ability Areas <input checked="" type="checkbox"/> Superior Cognitive <input type="checkbox"/> Specific Academic <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test <input type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups		30-35 minutes		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Standard Error of Measure (SEM)		1998	1999	
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
132				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Wechsler Individual Achievement Test (WIAT)				
ID Number 38	Publisher The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	Telephone (800) 572-5373 (513) 755-8970	Fax (513) 755-8971	E-Mail/Web Site www.harcourt.com/assessment
This Instrument May Be Used to		In the Following Ability Areas		
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive <input checked="" type="checkbox"/> Specific Academic <input type="checkbox"/> Creative Thinking		
Instrument Type				
<input type="checkbox"/> Intelligence Test <input checked="" type="checkbox"/> Achievement Test <input type="checkbox"/> Checklist <input type="checkbox"/> Above Grade-Level <input type="checkbox"/> Display of Work, Audition, or Performance				
This Instrument Is Designed for		Administration Time		
<input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Groups	Age/Grade Ages 5-19	30-40 minutes, plus 40 minutes supplemental		
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1991	1992	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles			
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Assessment Instruments for the Identification of Children Who Are Gifted

Name of Instrument				
Wechsler Intelligence Scale for Children, Third Edition (WISC-III)				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
20	The Psychological Corp. (Harcourt Educational Measurement) 555 Academic Court San Antonio, Texas 78204-2498	(800) 572-5373 (513) 755-8970	(513) 755-8971	www.harcourt.com/assessment
This Instrument May Be Used to <i>In the Following Ability Areas</i>				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	<input checked="" type="checkbox"/> Superior Cognitive	Visual or Performing Arts	
		<input type="checkbox"/> Specific Academic	<input type="checkbox"/> Music <input type="checkbox"/> Dance	
		<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts	
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test	<input type="checkbox"/> Achievement Test	<input type="checkbox"/> Checklist	<input type="checkbox"/> Above Grade-Level	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for		Age/Grade	Administration Time	
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups	Ages 6-16.11 (Grades K-12)	50-85 minutes	
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input checked="" type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1990	1991	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles			
For District Use				
Intended Use of Instrument				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Name of Instrument				
Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery				
ID Number	Publisher	Telephone	Fax	E-Mail/Web Site
21	Riverside Publishing (a Houghton Mifflin Company) 425 Spring Lake Drive Itasca, Illinois 60143-2079	(800) 323-9540	(630) 467-7792	www.riverpub.com
This Instrument May Be Used to				
<input checked="" type="checkbox"/> Screen	<input checked="" type="checkbox"/> Identify	In the Following Ability Areas		
	<input checked="" type="checkbox"/> Superior Cognitive	Visual or Performing Arts		
	<input checked="" type="checkbox"/> Specific Academic	<input type="checkbox"/> Music <input type="checkbox"/> Dance		
	<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts		
Instrument Type				
<input checked="" type="checkbox"/> Intelligence Test	<input checked="" type="checkbox"/> Achievement Test	<input type="checkbox"/> Checklist	<input type="checkbox"/> Above Grade-Level	<input type="checkbox"/> Display of Work, Audition, or Performance
This Instrument Is Designed for				
<input checked="" type="checkbox"/> Individuals	<input type="checkbox"/> Groups	Age/Grade	Administration Time	
		Ages 2-adult	50-60 minutes	
Identification/Screening Criteria				
In accordance with OAC 3301-51-15 and the publisher's instructions. The Woodcock-Johnson-Revised: Test of Cognitive Ability, Cognitive Battery, needs to be administered by a licensed psychologist. The Form A, Achievement Battery, can be administered by a trained observer.				
Scoring Information Available from Publisher		Date of Norming	Copyright Date	
<input type="checkbox"/> Standard Deviation	<input checked="" type="checkbox"/> Standard Scores	1986-1988	1989	
<input checked="" type="checkbox"/> Standard Error of Measure (SEM)	<input checked="" type="checkbox"/> Percentiles			
Intended Use of Instrument				
For District Use				
School Psychologist or Other Person(s) Trained in Tests and Measurements				
Person(s) Responsible for Overseeing Administration of This Instrument				

Appendix A: Instrument List by Grade Level and Special Population Norm Groups

Instrument List by Grade Level and Special Population Norm Groups

Intended Use		Area	Instrument Type					Administration			Population Specific				
S = Screening	SC = Superior Cognitive	INT = Intelligence Test ACH = Achievement Test CHK = Checklist AGL = Above Grade-Level DAP = Display of Work, Audition, or Performance						IND = Individuals	L-SES = Low Socioeconomic Status						
ID = Identification	SA = Specific Academic							GP = Groups	DLB = Disability						
	CT = Creative Thinking								CLD = Culturally/Linguistically Diverse						
	VPA = Visual or Performing Arts														
ID#	Name of Instrument		Intended Use		Area			Instrument Type	Administration		Grade Level	Population Specific Norms			
	S	ID	SC	SA	CT	VPA			IND	GP		L-SES	DLB	Spanish	CLD
22			X	X	X	X		AGL, ACH		X	7-12				
55			X	X	X	X		ACH	X	X	K-8			X	X
46			X			X		DAP	X		K-12				
10			X	X	X	X		INT, ACH	X		K-12	X	X	X	
52			X	X	X	X		ACH		X	K-12				
40			X			X		DAP	X		K-12				
11			X	X		X		INT	X	X	K-12	X	X		
12			X	X	X	X		INT	X	X	K-12	X	X	X	X
54			X	X	X	X		ACH		X	K-12				
23			X		X	X		INT, ACH		X	I-12				
42			X			X		DAP		X	K-12				
13			X	X	X	X		INT	X		K-12	X	X		X
14			X	X	X	X		INT, AGL	X		I-12				
47			X	X		X		DAP	X	X	K-12				
24				X	X	X		AGL, ACH		X	3-9				
41			X	X	X	X		CHK	X		K-12				

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Intended Use		Area		Instrument Type					Administration			Population Specific			
S = Screening ID = Identification		SC = Superior Cognitive SA = Specific Academic CT = Creative Thinking VPA = Visual or Performing Arts		INT = Intelligence Test ACH = Achievement Test CHK = Checklist AGL = Above Grade-Level DAP = Display of Work, Audition, or Performance					IND = Individuals GP = Groups			L-SES = Low Socioeconomic Status DLB = Disability CLD = Culturally/Linguistically Diverse			
ID#	Name of Instrument	Intended Use		Area				Instrument Type	Administration		Grade Level	Population Specific Norms			
		S	ID	SC	SA	CT	VPA		IND	GP		L-SES	DLB	Spanish	CLD
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	X	X	X	X			ACH	X	X	9-12	X			
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	X		X	X			ACH	X	X	9-12	X			
43	Theatre Arts Talent Assessment Process (TTAP)	X	X				X	DAP		X	K-12				
51	Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)	X	X	X		X		INT	X		Pre-K-2				
19	Wechsler Abbreviated Scale of Intelligence (WASI)	X		X		X		INT	X		K-12				
38	Wechsler Individual Achievement Test (WIAT)	X	X	X	X			ACH	X		K-12				
20	Wechsler Intelligence Scale for Children, Third Edition (WISC-III)	X	X	X		X		INT	X		K-12				
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	X	X	X	X	X		INT, ACH	X		K-12	X	X	X	

Appendix B: Model Policies and Plan for the Identification of Children Who Are Gifted Forms

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IRN: _____

ot Name: _____

Phone Number: _____

Person Completing Form: _____

Identification Instruments

Enter a numerical code from *Assessment Instruments for the Identification of Children Who Are Gifted* to indicate the names of the group and/or individual instruments you use to identify gifted children at each grade level.

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual													
	Group													
	Special Populations													
Specific Academic Ability	Individual													
	Group													
	Special Populations													
Creative Thinking Ability	Individual													
	Group													
	Special Populations													
Visual or Performing Arts Ability	Individual													
	Group													
	Special Populations													

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual or Performing Arts Ability
10 Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R) 11 Cognitive Abilities Test (CogAT), Form 5 12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edition en Español 13 Das-Naglieri Cognitive Assessment Systems (CAS) 14 Differential Ability Scales (DAS) 16 Leiter International Performance Scale Revised (Leiter-R) 17 Raven's Progressive Matrices (Standard and Advanced Form) 18 Stanford-Binet Intelligence Scale: Fourth Edition 20 Wechsler Individual Achievement Test for Children, Third Edition (WISC III) 21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WI-R) 22 ACT Assessment Program (AAP) 24 EXPLORE 25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery 27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery 29 Metropolitan Achievement Tests, Seventh Edition 30 PLAN 31 SAT I Reasoning Test 33 Stanford Achievement Tests Series, Ninth Edition 34 Stanford Achievement Tests Series, Ninth Edition, Form SA 35 Terra Nova (CTBS/5) 37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery 38 Wechsler Individual Achievement Test (WIAT) 49 Otis-Lennon School Ability Test, Sixth Edition 51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) 52 California Achievement Tests, Fifth Edition (CAT/5) 53 Otis-Lennon School Ability Test, Seventh Edition 54 Comprehensive Test of Basic Skills (CTBS/4) 56 Tests of Cognitive Skills, Second Edition (TCS/2)	10 Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R) 21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WI-R) and Form A, Achievement Battery 22 ACT Assessment Program (AAP) 24 EXPLORE 25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery 27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery 29 Metropolitan Achievement Tests, Seventh Edition 30 PLAN 31 SAT I Reasoning Test 33 Stanford Achievement Tests Series, Ninth Edition 34 Stanford Achievement Tests Series, Ninth Edition, Form SA 35 Terra Nova (CTBS/5) 37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery 38 Wechsler Individual Achievement Test (WIAT) 52 California Achievement Tests, Fifth Edition (CAT/5) 55 Aprenda: La prueba de logros en Español	10 Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R) 11 Cognitive Abilities Test (CogAT), Form 5 12 Cognitive Abilities Test (CogAT) Nonverbal Battery, Edition en Español 13 Das-Naglieri Cognitive Assessment Systems (CAS) 14 Differential Ability Scales (DAS) 16 Leiter International Performance Scale Revised (Leiter-R) 17 Raven's Progressive Matrices (Standard and Advanced Form) 18 Stanford-Binet Intelligence Scale: Fourth Edition 20 Wechsler Individual Achievement Test for Children, Third Edition (WISC III) 21 Woodcock-Johnson-Revised: Test of Cognitive Ability (WI-R) 22 ACT Assessment Program (AAP) 24 EXPLORE 25 Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery 27 Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery 29 Metropolitan Achievement Tests, Seventh Edition 30 PLAN 31 SAT I Reasoning Test 33 Stanford Achievement Tests Series, Ninth Edition 34 Stanford Achievement Tests Series, Ninth Edition, Form SA 35 Terra Nova (CTBS/5) 37 Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery 38 Wechsler Individual Achievement Test (WIAT) 49 Otis-Lennon School Ability Test, Sixth Edition 51 Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R) 52 California Achievement Tests, Fifth Edition (CAT/5) 53 Otis-Lennon School Ability Test, Seventh Edition 54 Comprehensive Test of Basic Skills (CTBS/4) 56 Tests of Cognitive Skills, Second Edition (TCS/2)	39 Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII) 40 Clark's Drawing Abilities Test 41 Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50) 42 Dance Talent Assessment Process (DTAP) 43 Theatre Arts Talent Assessment Process (TTAP) 44 Ohio Department of Education Music Performance Rubric, Forms A and B 45 Music Talent Assessment Process (MTAP) 46 Art Advanced Placement Scoring Guidelines 47 Display of Work, Audition, or Performance (Observation or Evaluation)

t Name: _____

IRN: _____

Person Completing Form: _____

Phone Number: _____

Screening Instruments

Enter a numerical code from *Assessment Instruments for the Identification of Children Who Are Gifted to indicate the names of the group and/or individual instruments you use to screen gifted children at each grade level.*

Area	Instrument	K	1	2	3	4	5	6	7	8	9	10	11	12
Superior Cognitive Ability	Individual													
	Group													
	Special Populations													
Specific Academic Ability	Individual													
	Group													
	Special Populations													
Creative Thinking Ability	Individual													
	Group													
	Special Populations													
Visual or Performing Arts Ability	Individual													
	Group													
	Special Populations													

Superior Cognitive Ability		Specific Academic Ability		Creative Thinking Ability		Visual or Performing Arts Ability	
10	Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R)	10	Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R)	10	Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R)	39	Scales for Rating the Behavior Characteristics of Superior Students, 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII)
11	Cognitive Abilities Test (CogAT), Form 5	21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R) and Form A, Achievement Battery	11	Cognitive Abilities Test (CogAT), Form 5	40	Clark's Drawing Abilities Test
12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edition en Español	22	ACT Assessment Program (AAP)	12	Cognitive Abilities Test (CogAT) Nonverbal Battery, Edition en Español	41	Gifted and Talented Evaluation Scale (GATES) (Visual or Performing Arts: Section IV, Items 41-50)
13	Duo-Naglieri Cognitive Assessment Systems (CAS)	23	Comprehensive Testing Program, 3rd Edition (CTP/III)	13	Duo-Naglieri Cognitive Assessment Systems (CAS)	42	Dance Talent Assessment Process (DTAP)
14	Differential Ability Scales (DAS)	25	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	14	Differential Ability Scales (DAS)	43	Theatre Arts Talent Assessment Process (TTAP)
15	Kaufman Brief Intelligence Test (K-BIT)	26	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery	15	Kaufman Brief Intelligence Test (K-BIT)	44	Ohio Department of Education Music Performance Rubric, Forms A and B
16	Leiter International Performance Scale-Revised (Leiter-R)	27	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	16	Leiter International Performance Scale-Revised (Leiter-R)	45	Music Talent Assessment Process (MTAP)
17	Raven's Progressive Matrices - Standard and Advanced Form	28	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	17	Raven's Progressive Matrices - Standard and Advanced Form	46	Art Advanced Placement Scoring Guidelines
18	Stanford-Binet Intelligence Scale: Fourth Edition	29	Metropolitan Achievement Tests, Seventh Edition	18	Stanford-Binet Intelligence Scale: Fourth Edition	47	Display of Work, Audition, or Performance (Observation or Evaluation)
19	Wechsler Abbreviated Scale of Intelligence (WASI)	30	SAT I Reasoning Test	19	Wechsler Abbreviated Scale of Intelligence (WASI)		
20	Wechsler Intelligence Scale for Children, Third Edition (WISC III)	31	Stanford Achievement Test Series, Ninth Edition	20	Wechsler Intelligence Scale for Children, Third Edition (WISC III)		
21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)	32	Stanford Achievement Test Series, Ninth Edition	21	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)		
22	ACT Assessment Program (AAP)	33	Stanford Achievement Test Series, Ninth Edition	22	Woodcock-Johnson-Revised: Test of Cognitive Ability (WJ-R)		
23	Comprehensive Testing Program, 3rd Edition (CTP/III)	34	Stanford Achievement Test Series, Ninth Edition	23	Comprehensive Testing Program, 3rd Edition (CTP/III)		
24	Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery	35	Terra Nova (CTBS/5)	24	Scales for Rating the Behavior Characteristics of Superior Students, 1997 Version (Creativity: Part II)		
25	Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery	36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery	25	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
26	Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery	37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	26	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
27	Metropolitan Achievement Tests, Seventh Edition	38	Wechsler Individual Achievement Test (WIAT)	27	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
28	Stanford Achievement Test Series, Ninth Edition	52	California Achievement Tests, Fifth Edition (CAT/5)	28	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
29	Stanford Achievement Test Series, Ninth Edition	55	Aprenda: La prueba de logros en Español	29	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
30	SAT I Reasoning Test			30	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
31	Stanford Achievement Test Series, Ninth Edition			31	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
32	Stanford Achievement Test Series, Ninth Edition			32	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
33	Stanford Achievement Test Series, Ninth Edition			33	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
34	Stanford Achievement Test Series, Ninth Edition			34	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
35	Terra Nova (CTBS/5)			35	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
36	Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery			36	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
37	Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery			37	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
38	Wechsler Individual Achievement Test (WIAT)			38	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
39	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			39	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
40	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			40	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			41	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
42	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			42	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
43	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			43	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
44	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			44	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
45	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			45	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
46	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			46	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		
47	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)			47	Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30)		

☐ Screening (Criteria: _____) ☐ Identification

Superior Cognitive Ability

- ☐ ACT Assessment Program (AAP)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Aprende: La prueba de logros en Español
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R)
☐ Cognitive Battery
☐ Screening (Criteria: _____) ☐ Identification
☐ Achievement Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ California Achievement Tests, Fifth Edition (CAT/5)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Comprehensive Test of Basic Skills (CTBS/4)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Comprehensive Testing Program, 3rd Edition (CTPIII)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Cognitive Abilities Test (CogAT), Form 5
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Cognitive Abilities Test (CogAT), Nonverbal Battery, Edición en Español
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Das-Naglieri Cognitive Assessment Systems (CAS)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Differential Ability Scales (DAS)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ EXPLORE ☐ Identification
- ☐ Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Kaufman Brief Intelligence Test (K-BIT)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Leiter-International Performance Scale-Revised (Leiter-R)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Metropolitan Achievement Tests, Seventh Edition
☐ Screening (Criteria: _____) ☐ Identification

Specific Academic Ability

- ☐ ACT Assessment Program (AAP)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Aprende: La prueba de logros en Español
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Bateria Woodcock-Muñoz-Revisada: Preubas de habilidad (Bateria-R)
☐ Cognitive Battery
☐ Screening (Criteria: _____) ☐ Identification
☐ Achievement Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ California Achievement Tests, Fifth Edition (CAT/5)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Comprehensive Testing Program, 3rd Edition (CTPIII)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ EXPLORE ☐ Identification
- ☐ Iowa Tests of Basic Skills (ITBS), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Basic Skills (ITBS), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Educational Development (ITED), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Iowa Tests of Educational Development (ITED), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Metropolitan Achievement Tests, Seventh Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ PLAN ☐ Identification
- ☐ SAT I Reasoning Test
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition, Form SA
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Terra Nova (CTBS/5)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification

- ☐ Otis-Lennon School Ability Test, Seventh Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Otis-Lennon School Ability Test, Sixth Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ PLAN ☐ Identification
- ☐ Raven's Progressive Matrices (Standard and Advanced Form)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ SAT I Reasoning Test
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition, Abbreviated Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford Achievement Test Series, Ninth Edition, Form SA
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Stanford-Binet Intelligence Scale: Fourth Edition
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Terra Nova (CTBS/5)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Tests of Cognitive Skills, Second Edition (TCS/2)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Tests of Achievement and Proficiency (TAP), Form K/L/M, Survey Battery
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Wechsler Abbreviated Scale of Intelligence (WASI)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Wechsler Individual Achievement Test (WIAT)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Wechsler Intelligence Scale for Children, Third Edition (WISC-III)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
☐ Screening (Criteria: _____) ☐ Identification
- ☐ Woodcock-Johnson-Revised Test of Cognitive Ability (WJ-R)
☐ Cognitive Battery
☐ Screening (Criteria: _____) ☐ Identification
☐ Form A, Achievement Battery
☐ Screening (Criteria: _____) ☐ Identification

Appendix C:

Ohio Department of Education Music Performance Rubric, Forms A and B

For more information on this instrument, please contact

**Ohio Department of Education
Center for Curriculum and Assessment
Visual or Performing Arts Consultants
65 South Front Street, Room 1009
Columbus, Ohio 43235
(614) 466-2761 or Toll Free (877) 644-6338
www.ode.state.oh.us**

Ohio Department of Education MUSIC PERFORMANCE RUBRIC, FORM A

(Adapted with permission from the Ohio Music Education Association)

Student's Name: _____

Date: _____

Grade/Age: _____

School: _____

Evaluator's Name: _____

Directions: To be completed by a trained individual. Please provide written comments for each item listed in each category.

Interpretation

Tempo

Phrasing

Expression

Style

Dynamic Levels

Technique

Note Accuracy
Rhythmic Accuracy
Articulation - Diction - Bowing
Facility
Posture - Playing Position

Tone

Quality
Breath Support

Intonation

162	163
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Ohio Department of Education
MUSIC PERFORMANCE RUBRIC, FORM B
Grades Kindergarten through 12

(Adapted with permission from the Ohio Music Education Association)

Directions: Think of the performance in comparison to others performed by students of comparable age, experience, and environment. Circle the rating of this performance compared to others.

I	Superior	A performance with excellent tonal quality and intonation, very few technical errors, and exemplifying a truly musical expression.
II	Outstanding	A performance that is excellent in many respects, but with minor defects in technique, tonal quality, intonation, or interpretation, and/or problems with intonation.
III	Proficient	An acceptable performance which shows accomplishment, but lacks one or more essential qualities and overall is not outstanding.

References

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